

The University of Trinidad and Tobago
Valsayn Teachers' Training College

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Assignment: Instructional Design

Course Code: EDFN201B

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Instructional Design Group Assignment

Scenario

A pilot project called The Verbalizing and Visualizing Programme, created by two local SMEs (Subject Matter Experts), was implemented in the primary school system of Trinidad and Tobago in 2008. This programme was established to improve the literacy skills of children at the primary level. After visiting a primary school located within the St. George East District a school supervisor discovered that students of a standard 4 class had a serious reading problem. He then observed that the majority of students throughout this particular school also read at a lower level than expected. Upon further investigation, he realized that the majority of children from two other schools within the St George East District continued to portray poor literacy skills but in varying degrees. After analyzing the cause of the breakdown in the efficacy of the programme, the school supervisor concluded that the problem occurred because the teachers of these particular schools were improperly trained in the use of the programme.

Problem Statement

Students are having major problems with reading and other literacy skills because the Verbalizing and Visualizing programme is being executed by teachers who are improperly trained. The teachers are supposed to be properly trained in the use of the programme in order to increase student learning. The problem exists because the Ministry of Education has not given teachers proper training in the use of the programme. This is causing teachers to wrongfully utilize the programme and it is also the cause of the poor academic performance and literacy skills attained by students at the school.

Goal Statement

Teachers need to be trained to facilitate the proper implementation of the Verbalizing and Visualizing Programme to increase the literacy skills among primary school students of the St. George East District.

Contextual Analysis

General Characteristics	Teachers age vary from twenty years up to forty- five years. A total of four males are present in the survey and twenty-six female. The educational level of participants may include CXC, A Levels, Diploma, and Bachelor in Education. Teachers work experience varies from one month to twenty – five plus years.
Specific Entry Competency	Teachers must have basic computer skills.
Learning styles	Learning styles includes verbal, visual, kinesthetic, auditory.
Academic Information	All teachers posses CXC grades, fourteen have A levels, twelve have a Diploma and six Bachelors in Education. Twelve of the teachers have been teaching for one to five years, eight have been teaching from five to ten years, six from ten to fifteen years and four for over fifteen years.
Personal and social characteristics	Twelve of the teachers are married, four are divorced and fourteen are single. The ethnic background of participants include: fourteen teachers of mixed descent, ten of East Indian descent and six of African descent. Their religious backgrounds comprises 2 Seventh Day Adventist, twelve Roman Catholics, six

	Hindus and ten others.
Adult learning	Teachers are adults and are willing to participate in order for them to be able to assist students in reading. They see the relevance in participating in task.

Environmental Analysis

Orienting Context	<p>Learner Goal:</p> <ul style="list-style-type: none"> • To improve the skills and concepts of the teaching of Reading • To help teachers to understand that these concepts are instrumental to the understanding of all other subjects, including Mathematics. • To have teacher realize the importance of being upgraded, as such a certificate of participation would be awarded. <p>Learner perception of utility:</p> <ul style="list-style-type: none"> • To prepare teachers successfully for further topics such as teaching letter formation and blending. • To help promote satisfactory results in tests given on a weekly, monthly or termly basis. <p>Learner perception of Accountability:</p> <ul style="list-style-type: none"> • The mastery of concepts and skills involved in the teaching of reading must be guaranteed because teachers are eventually accountable not only to their students, but also their employers, the Ministry of Education, and even the parents.
Instructional Context	<ul style="list-style-type: none"> • For a successful delivery of this course, the instructional context will be one that is favourable and which promotes learning, namely the <u>main school's computer laboratory</u>. • This site has sufficient lighting and has seating accommodations arranged in such a way so as to promote cooperative learning. • Each teacher will be provided with a personal computer which has been fitted with headsets to enhance communication, if it should be needed. • The course will be held during the week and teachers would be provided with refreshments.
Transfer Context	<p>Tools and Resources:</p> <ul style="list-style-type: none"> • A multiple of styles, including strategies from constructivist and co-operative learning will be used to engender the mastery of skills and

	<p>concepts.</p> <p>Opportunity:</p> <ul style="list-style-type: none"> • To be able to apply the knowledge learnt, teachers will be engaged in many authentic activities. For example, to encourage critical thinking, SMEs would pose questions to the audience and teachers would be asked problem solve by utilizing sections of the Phonic programme and applying accordingly. <p>Support:</p> <ul style="list-style-type: none"> • In order to skillfully apply the new knowledge learnt, teachers must get support from the administration and by extension, the Ministry of Education in the form of not only resources, but also motivation and encouragement.
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Content Analysis

Facts or Verbal Information	<p><i>Verbalizing and Visualizing Programme</i> is a thorough foundation for reading and writing.</p> <p>Teachers must be able to:</p> <ul style="list-style-type: none">• Identify the Synthetic approach to teaching phonics.• Demonstrate the letter sounds• Identify the key stages in letter formation• Identify the stages of Blending• Identify sounds in words• Spell the tricky words
Concepts	<p>Learning the letter sounds:</p> <ul style="list-style-type: none">• Teachers shall learn each letter by its sound, not its name. <p>For example, the letter 'a' should be called <i>a</i> (as in <i>ant</i>) not 'ai' (as in <i>aim</i>).</p> <p>Learning letter formation:</p> <ul style="list-style-type: none">• Teachers shall use writing tools in the correct way to ensure that each letter is formed correctly.

	<p>Blending:</p> <ul style="list-style-type: none"> Teachers shall demonstrate the process of saying individual sounds in a word and then running them together to make the word. <p>For example, sounding out <i>d- o- g</i> and making <i>dog</i>.</p> <p>4. Identifying sounds in words:</p> <ul style="list-style-type: none"> Teachers shall understand how to spell words by listening for the sounds in that word. <p>For example this can be done by (a) Adding a sound: what do I get if I add a <i>p</i> to the beginning of <i>i n k</i>? Answer: <i>pink</i> and b) Taking away a sound: what do I get if I take away <i>p</i> from <i>pink</i>? Answer: <i>ink</i>.</p> <p>5. Spelling the tricky words</p> <ul style="list-style-type: none"> Teachers identify ways of spelling tricky words. <p>For example by following the rules of Look, Cover, Write and Check, Saying it as it sounds, Mnemonics and using cursive writing one can learn to spell tricky words.</p>
Principles & Rules	<p>Learning the letter sounds:</p> <ul style="list-style-type: none"> In The Verbalizing and Visualizing Programme the 42 main sounds of English are taught, not just the alphabet. The sounds are in seven groups. Some sounds are written with two letters, such as <i>ee</i> and <i>or</i>. These are called digraphs. <i>oo</i> and <i>th</i> can each make two different sounds, as in <i>book</i> and <i>moon</i>, <i>that</i> and <i>three</i>. <p>Learning letter formation:</p>

	<ul style="list-style-type: none"> The pencil should be held in the ‘tripod’ grip between the thumb and first two fingers. If a child’s hold starts incorrectly, it is very difficult to correct later on. A good guide is to remember that no letter starts on the baseline. <p>Blending:</p> <ul style="list-style-type: none"> Since some sounds (digraphs) are represented by two letters, such as (<i>sh</i>), children should sound out the digraph (<i>sh</i>), not the individual letters <i>s</i> - <i>h</i>. <p>Spelling the tricky words:</p> <ul style="list-style-type: none"> There are several ways of learning tricky spellings: <ol style="list-style-type: none"> 1) Look, Cover, Write and Check. 2) Say it as it sounds. 3) Mnemonics 4) Using joined-up (cursive) writing also improves spelling.
Procedures	<p>Blending:</p> <ul style="list-style-type: none"> To start with the teacher should sound out the word and see if he/she can hear it. The sounds must be said quickly to hear the word. It is easier if the first sound is said slightly louder. <p>Identifying sounds in words:</p> <ul style="list-style-type: none"> Teachers must start by listening for the first sound in a word. Then, try listening for the end sounds, as the middle sound of a word is the hardest to hear. This can be achieved by starting with simple three-

letter words such as *cat* or *hot*. A good idea is for teachers to say a word and tap out the sounds simultaneously. Three taps means three sounds.

Spelling the tricky words:

- (1) Look, Cover, Write and Check. Look at the word to see which bit is tricky. Teachers should write the word in the air saying the letters. Cover the word over and see if it can be written correctly.
- 2) Say it as it sounds. Say the word so each sound is heard. For example, the word '*was*' is said as 'wass', to rhyme with *mass*, the word *Monday* is said as 'M-on-day'.
- 3) Mnemonics. The initial letter of each word in a saying gives the correct spelling of a word. For example, *laugh* – Laugh At Ugly Goat's Hair.

The Actions used to describe letter sounds:

- Teachers must learn the appropriate action associated with each letter sound.

s Weave hand in an *s* shape, like a snake, and say *sssss*.

a Wiggle fingers above elbow as if ants crawling on you and say *a, a, a*.

t Turn head from side to side as if watching tennis and say *t, t, t*.

i Pretend to be a mouse by wriggling fingers at end of nose and squeak *i, i, i*.

p Pretend to puff out candles and say *p, p, p*.

n Make a noise, as if you are a plane – hold arms out and say *nnnnnn*.

c k Raise hands and snap fingers as if playing castanets and say *ck, ck, ck*.

e Pretend to tap an egg on the side of a pan and crack it into the pan, saying *eh, eh, eh*.

	<p>h Hold hand in front of mouth panting as if you are out of breath and say <i>h, h, h</i>.</p> <p>r Pretend to be a puppy holding a piece of rag, shaking head from side to side, and say <i>rrrrrr</i>.</p> <p>m Rub tummy as if seeing tasty food and say <i>mmmmmm</i>.</p> <p>d Beat hands up and down as if playing a drum and say <i>d, d, d</i>.</p> <p>g Spiral hand down, as if water going down the drain, and say <i>g, g, g</i>.</p> <p>o Pretend to turn light switch on and off and say <i>o, o; o, o</i>.</p> <p>u Pretend to be putting up an umbrella and say <i>u, u, u</i>.</p> <p>l Pretend to lick a lollipop and say <i>ll llll</i>.</p> <p>f Let hands gently come together as if toy fish deflating, and say <i>ffffff</i>.</p> <p>b Pretend to hit a ball with a bat and say <i>b, b, b</i>.</p> <p>ai Cup hand over ear and say <i>ai, ai, ai</i>.</p> <p>j Pretend to wobble on a plate and say <i>j, j, j</i>.</p> <p>oa Bring hand over mouth as if you have done something wrong and say <i>oh!</i></p> <p>ie Stand to attention and salute, saying <i>ie ie</i>.</p> <p>ee or Put hands on head as if ears on a donkey and say <i>eeyore, eeyore</i>.</p> <p>z Put arms out at sides and pretend to be a bee, saying <i>zzzzzz</i>.</p> <p>w Blow on to open hand, as if you are the wind, and say <i>wh, wh, wh</i>.</p> <p>ng Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying <i>ng...</i></p> <p>v Pretend to be holding the steering wheel of a van and say <i>vvvvvv</i>.</p> <p>oo oo Move head back and forth as if it is the cuckoo in a cuckoo clock, saying <i>u, oo; u, oo</i>. (Little and long oo.)</p> <p>y Pretend to be eating a yoghurt and say <i>y, y, y</i>.</p> <p>x Pretend to take an x-ray of someone with a camera and say <i>ks, ks, ks</i>.</p> <p>ch Move arms at sides as if you are a train and say <i>ch, ch, ch</i>.</p> <p>sh Place index finger over lips and say <i>shshsh</i>.</p> <p>th th Pretend to be naughty clowns and stick out tongue a little for the th, and further for the th sound (this and thumb).</p> <p>qu Make a duck's beak with your hands and say <i>qu, qu, qu</i>.</p> <p>ou Pretend your finger is a needle and prick thumb saying <i>ou, ou, ou</i>.</p>
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	<p>oi Cup hands around mouth and shout to another boat saying <i>oi! ship ahoy!</i></p> <p>ue Point to people around you and say <i>you, you, you.</i></p> <p>er Roll hands over each other like a mixer and say <i>ererer.</i></p> <p>ar Open mouth wide and say <i>ah.</i> (British English) Flap hands as if a seal and say <i>ar, ar, ar.</i> (Nth Am English)</p>
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Expanded Performance Matrix

Objectives	Fact	Concept	Principles &Rules	Procedures	Recall	Application
a. identify letter sounds	✓	✓	✓		✓	✓
b. reproduce letter formation	✓	✓	✓	✓	✓	✓
c. identify blends in words	✓	✓	✓	✓	✓	✓
d. identify letter sounds in words	✓	✓	✓	✓	✓	✓
e. spell tricky words	✓	✓	✓	✓	✓	✓

Objectives

Teachers will be able to:

Objective I

Terminal Objective: Identify letter sounds. (Cognitive)

Enabling Objectives:

- Identify initial sounds and the letters that represent those sounds. (Cognitive)
- Memorize sound related to each letter (Cognitive)
- Indicate awareness of sounds and letters by responding with a physical movement. (Cognitive)
- Recognize the sounds digraphs produce. (Cognitive)

Objective II

Terminal Objective: Reproduce the correct formation of the letters of the alphabet. (Cognitive)

Enabling Objectives:

- (a) Imitate the correct formation of the letters of the alphabet using their right / left index fingers in the air. (Psychomotor)
- (b) Follow the proper procedures to correctly write the letters of the alphabet. (Psychomotor)
- (c) Demonstrate the correct position to hold a pencil when writing. (Cognitive)
- (d) Participate by correctly forming the letters of the alphabet in writing. (Affective)
- (e) Combine letters to form words. (Cognitive)

Objective III

Terminal Objective: Understand the term “blending” and apply it when spelling words simple and difficult words. (Cognitive)

Enabling Objectives:

- (a) Recognise the different sounds with each letter and blend them successfully to form whole words. (Cognitive)
- (b) Imitate the action associated with each sound. (Psychomotor / Affective)

Objective IV

Terminal Objective: Recognise the letter sounds in words. (Cognitive)

Enabling Objective:

- (a) Distinguish the individual letter sound in words. (Cognitive)
- (2) Combine the individual letter sounds fluently to produce words. (Cognitive, Affective)

Objective V

Terminal Objective: To spell tricky words

Enabling Objective :

- (a) Discriminate between tricky and regularly spelt words (Cognitive)
- (b) Integrate phonetic skills when spelling tricky words. (Cognitive)

Strategies

Content Type	Generative Strategy	Presentation
Objective I Identify letter sounds.	(a) Recall (b) Rehearsal (c) Elaboration	(a) Using CDs teachers will identify initial sounds of letters in the alphabet. (b) Teacher imitated the physical movements of instructor. (c) A picture chart was presented to teachers to identify letters while reciting its sounds
Objective II Reproduce letter formation	(a) Recall (b) Rehearsal (c) Elaboration (d) Integration	(a) For recall and rehearsal, the teachers will repeat and imitate the instructor's directions. (b) For elaboration and integration, the teachers will be required to form letters then words then sentences.
Objective III To identify blends in words.	(a) Integration (b) Rehearsal (c) Elaboration	(a) Providing of definitions of the term "blending (after viewing a Power Point presentation and video). (b) Repetition and imitation of the instructor.

		(c) Problem-solving activities.
Objective IV Recognise the letter sounds in words.	<p>Recall, integration and organization are the strategies being used.</p> <p>Teachers are asked to recall letter sounds then integrate them at the beginning, middle and end of words.</p> <p>Then teachers are asked to organize sounds to form word.</p>	<p>(a) Using a video, teachers will recognize letter sounds by listening to them and repeating them.</p> <p>(b) Then still using video combine sounds to form words.</p>
Objective V spell tricky words	<p>Integration, recall, elaboration, will be utilized as the strategies of this particular lesson.</p>	<ol style="list-style-type: none"> 1. Participants were provided with the definition of tricky spelt words, and its difference from regularly spelt words 2. Participants were required to recall the difference between tricky spelt words and regularly spelt words 3. To elaborate the newly acquired information through exercises that focus on the detection of tricky spelt

		words. And utilizing an innovative way of remembering and learning the spelling of tricky words ‘mnemonics’ and saying and clapping letter sounds.
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Theoretical Underpinnings

Gagne's nine instructions have been a persuasive feature in both lesson one and lesson five. This theory identifies the mental conditions for learning. Gagne created a nine-step process which addresses the conditions for learning. These steps are:

1. Gain attention

In order for any learning to take place, you must first capture the attention of the learner. An even better way to capture learners' attention is to start each lesson with a thought-provoking question or interesting fact. Curiosity motivates learners to learn. (Lesson 1 would utilize a video and Lesson 5 a story would be utilized.)

2. Inform learners of objectives

Early in each lesson learners should encounter a list of learning objectives. This initiates the internal process of expectancy and helps motivate the learner to complete the lesson.

3. Stimulate recall of prior learning

Associating new information with prior knowledge can facilitate the learning process. It is easier for learners to encode and store information in long-term memory when there are links to personal experience and knowledge. A simple way to stimulate recall is to ask questions about previous experiences, an understanding of previous concepts, or a body of content. (Lesson one and lesson five would be required to utilize their pre-requisite skills).

4. Present the content

This event of instruction is where the new content is actually presented to the learner. Content should be chunked and organized meaningfully. (Lesson one would utilize audio cues to teach letter sounds and lesson five, the verbalizing and visualizing flip charts and mini word charts would be utilized.)

5. Provide "learning guidance"

To help learners encode information for long-term storage, additional guidance should be provided along with the presentation of new content. Guidance strategies include the use of examples. (Picture charts would be used in lesson one and in lesson five the instructor would provide guidance while the teacher would be performing a task)

6. Elicit performance (practice)

In this event of instruction, the learner is required to practice the new skill or behaviour. Eliciting performance provides an opportunity for learners to confirm their correct understanding, and the repetition further increases the likelihood of retention. (Lesson one: Teachers would have to answer questions about a video highlighting a topic related scenario. Lesson 5: Teachers would be given sentences to isolate tricky spelt words.)

7. Provide feedback

As learners practice new behaviour it is important to provide specific and immediate feedback of their performance. Unlike questions in a post-test, exercises within tutorials should be used for comprehension and encoding purposes, not for formal scoring. Additional guidance and answers provided at this stage are called formative feedback. (Lesson one: informative feedback in specific task and lesson five: Formative feedback would be conducted).

8. Assess performance

Upon completing instructional modules, learner should be given the opportunity to take (or be required to take) a post-test or final assessment. This assessment should be completed without the ability to receive additional coaching, feedback, or hints. (Lesson one: practical evaluated would be utilized and lesson five: would complete a computer exercise and create their own *mnemonics*)

9. Enhance retention and transfer to the job. (Lesson one: would create a song or poem or activities to connect what they learnt)

These steps are taken throughout the lesson to ensure that the teachers learn effectively. Not all the steps may apply to a particular lesson; however, it is best if most of these steps are implemented in order to enhance the learner's abilities.

Elaboration theory is an instructional design theory that argues that content to be learned should be organized from simple to complex order, while providing a meaningful context in which subsequent ideas can be integrated. Since the lesson of letter formation would gradually increase in complexity for the learner this theory would be applied. (Lesson 2: would present a story and would gradually increase in complexity as the SMS would challenge teachers as they progress)

Multiple Intelligences posits that there are seven ways people understand in the world. Thus, lesson 2 and 4 would take into consideration the 7 ways:

- Linguistic. The ability to use spoken or written words.(Lesson 2: would instruct teachers to perform task through explanations and lesson 4 would instruct teachers to read words through letter sounding)
- Logical-Mathematical. Inductive and deductive thinking and reasoning abilities, logic, as well as the use of numbers and abstract pattern recognition.
- Visual-Spatial. The ability to mentally visualize objects and spatial dimensions. (Lesson 2: the use of flash cards to recall knowledge and the use of a short slide show and lesson 4: would use video to read and sound words).

- Body-Kinaesthetic. The wisdom of the body and the ability to control physical motion (Lesson 2: would instruct teacher to use the index finger to form letters in the air and to hold a pencil correctly to trace letters)
- Musical-Rhythmic. The ability to master music as well as rhythms, tones and beats. (Lesson 4: would use the sing along phonics program to implement their lesson to teachers)
- Interpersonal. The ability to communicate effectively with other people and to be able to develop relationships. (Lesson 2 and lesson 4 would implement this by placing teachers with other classmates in groups or pairs)
- Intrapersonal. The ability to understand one's own emotions, motivations, inner states of being, and self-reflection. (Lesson 2: would instruct teachers to create a story of five sentences)

In order to vary their resources and their teaching styles to facilitate the teacher's learning.

In addition, lesson two would also incorporate two other strategies namely;

Cognitive Apprenticeship: a strategy in which "less-skilled learners" work at the side of an expert to develop cognitive skills. (The SME would guide teachers and would use the modeling and scaffolding concept to instruct teachers in the formation of letters).

Theme Based Learning: involves framing material around topics related to learners' immediate needs and/or wants. In lesson two creative writing would be incorporated in lesson. Lesson2 & 4

Lesson activities that would be used in lesson 3 were developed taking into consideration the co-operative learning strategy. Cooperative learning is a successful teaching strategy in which small teams, each with individuals of different levels of ability, use a variety of learning activities to improve their understanding of a subject. (Lesson 3: Teacher would attempt to blend words and then would ask their partner to attempt it as well as the instructor would monitor each group).

SEQUENCING OF LESSONS

Lesson Plan #1

Sequencing: Teachers will be taken from the known to the unknown.

Teacher: SME in charge for the day

Lesson Date: Monday 22nd November, 2010

Subject: Language Arts/Reading Skills

Topic: Phonics - Learning letter sound

Class: Teachers of Infant to STD 2 level

Age Group: 20-45 yrs

Duration of Lesson: 2 hours 45 minutes

Summary: This lesson is design to help teachers reinforce their knowledge of letter sounds. The teacher would build on prior knowledge to answer questions based on the topic. This session would be conducted in an environment that encourages cooperative and authentic learning. Furthermore, at the end of the lesson, teachers should be able to teach letter sounds efficiently and effectively to students.

Previous Knowledge:

Teacher should be able to identify the letters of the alphabet.

Objectives: At the end of the lesson teachers should be able to:

Terminal Objective: Identify letter sounds (Cognitive)

Enabling Objectives: (All cognitive skills)

- Identify initial sounds and the letters that represent those sounds.
- Memorize sound related to each letter
- Indicate awareness of sounds and letters by responding with a physical movement.
- Recognize the sounds digraphs produce.

The Learning Environment:

- The laboratory is very neatly organized and spacious; the SME is capable of walking around.
- Teachers would be provided with their own computers and were facilitated in a cool comfortable atmosphere.
- The furniture would be arranged in a group setting such to encourage a corporative environment.
- Teachers would be able to keep their belongings safely with them which required them to place it on the floor or hand it on the backrest of their chairs.

Resources:

- CDs
- Flash cards.
- Mini/picture Charts
- Whiteboard and markers
- Video

Concept:

The transition from phonemic awareness to phonological awareness, the teacher would acquire an important skill: the ability to convert sounds that are heard into the letters that represent those sounds.

Verification of Learning:

- Have a class discussion based on a video that would be shown
- Organize group work which develops their cooperative, communicating and cognitive skills.
- Implement activities to enforce what is learnt.

Set Induction:

C Ds and charts would be used by the S.M.E to help teachers learn the letter sounds. In addition, a video would be shown to draw the attention of the teachers.

Introduction: The S.M.E arouses the teacher interest by showing a video clip about a child unable to read words. A discussion would be generated regarding what they think is the first step for this child to learn to read and why. The teachers are given an oral overview about the objectives of the lesson and their learning requirements.

Content / Skill Development	Method	
	SME Teaching Strategy	Teachers' Activities
Identify letters and produce their sound.	<p>The S.M.E gives the teachers flash cards with the alphabet in which they would distribute it in alphabetical order to the class. The S.M.E would instruct teachers to sing the alphabet and raise their flash as they sing it.</p> <p>A CD would be played with the sounds of the alphabet (recall) in which the S.M.E would instruct teacher to repeat the sounds as the CD plays.</p>	The teachers sing the alphabet and would raise the flash card as instructed by the S.M.E. As teachers listen to the CD they produce the sound of each letter.

Memorizing sounds of letters.	The S.M.E presents a picture chart with letters for teachers to look at and recite the sounds of each letter. (Elaboration)	Teacher would be required to recite the sound as they read the letters on the chart. Teachers are then required to name the pictures in the chart and recite the letter the picture begins with and the sound it produces. E.g B at-B-Buh (This is to help teachers to remember the sound the letter makes once they recite the word).
Using Physical movement when sounding out letters.	The S.M.E instructor illustrates different hand movements while repeating the sounds of each letter.	The teacher would look at the movements carefully before imitating the movements to produce the sounds of each letter. (Rehearsal) Teachers would be randomly chosen to demonstrate these movements in front of the class.
Connecting sounds to digraphs	A CD would be played with the sounds of simple digraphs. The S.M.E instructor would write the digraphs on the board	Teachers would be required to listen carefully the sound of the digraphs and repeat it to themselves. As they do that they would also be required to look at

	as the audio would be played.	the digraphs that would be written by the S.M.E instructor.
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Closure:

The S.M.E will do a brief summary of everything that was taught and answer any questions that teachers have in order to clarify their understanding about letter sounds.

Evaluation:

To assess the level of teacher's achievement of the topic, teachers will be required to do a practical assessment in which they will be evaluated accordingly and given feedback on their performance and how they can improve. Then will be placed in groups and asked to explore their creativity and generate a simple activity (Game, song and poem) from what they have learnt. This activity will also be assessed.

Continuation: Letter Formation

Lesson Plan #2

Sequencing of lesson: Take pupils from the unknown to the known.

Subject: Phonics

Date: Monday 22nd November 2010

Topic: Penmanship

Sub Topic: Letter Formation

Total Number of Teachers: 30

Total Number of Males: 4 **Females:** 26

Age Range: 20 – 45 years

Duration of lesson: 1 hour 50 minutes

Previous Knowledge:

- Teachers know the letters of the alphabet.

Learning Environment:

- Schools' computer lab room; air conditioned, with adequate seating arrangements and lighting and fixture facilities. The room is quiet and any noise distractions.

Hindrances to Environment:

- In case of power failure, the teachers will be accommodated in the schools' auditorium which would also be comfortable and conducive to learning.

Equipment and Resources:

- S.M.E personnel and two assistants, C.D with C.D player, T.V, pencils and paper, teachers' hands, flash cards, penmanship books from V and V package, markers, white board penmanship copybooks.

Objectives: Teachers will be able to:

Terminal Objective: Reproduce the correct formation of the letters of the alphabet. (cognitive / knowledge)

Enabling Objectives:

- (a) Imitate the correct formation of the letters of the alphabet using their right / left index fingers in the air. (Psychomotor / Imitation)
- (b) Follow the proper procedures to correctly write the letters of the alphabet. (Psychomotor / Imitation)
- (c) Demonstrate the correct position to hold a pencil when writing. (Cognitive / application)
- (d) Participate by correctly forming the letters of the alphabet in writing. (Affective / Value)
- (e) Combine letters to form words. (Cognitive / Synthesis)

Transfer Context:

- At the end of the workshop, the teachers will now be able to implement their new knowledge into their classroom practices. They will now be empowered to employ the content of the visualization and verbalization package to bring about an effective and positive change in their pupils' literacy levels across the curriculum.

Generative Strategies:

- This lesson will utilize the strategies of recall, rehearsal and integration and elaboration.
- Recall and Rehearsal – These strategies will be used to allow teachers to identify the importance of memorizing and practicing the correct formation of the letters of the alphabet.
- Elaboration and Integration – This strategy will be used by allowing the teachers to practice (rehearse) letter writing in short words, then in short sentences.

Methods and Procedures:

- The lesson will be delivered by the S.M.E. The teaching methods will consist of interactive instructions based on the theories of Cognitive Apprenticeship, Theme based learning, Multiple Intelligences and Elaboration Theory.

Set Induction:

A short slide show will be shown to the teachers. The show will portray a 9 year Muslim child who migrated along with her family to America to live. The child now has to learn to speak and write in English in order to be able to communicate with others at her new school. She feels like an alien since only her family can understand her and they are trying to help her to adjust to her new environment. Immediately after the show, the S.M.E engages the audience (teachers) with questions pertaining to the child's situation. The S.M.E then challenges the audience to use their imagination and place themselves in the scenario.

Delivery Steps:

- (1) The set induction will be used by the S.M.E to gain the attention of the teachers in order to stress the importance of essential reading and writing skills to all learners.
- (2) The S.M.E will inform teachers of the objectives of the lesson.
- (3) Next the S.M.E will stimulate the recall of previously taught lesson on the pronunciation and recognition of letters of the alphabet by means of presenting the letters on flash cards to the audience for random answers.

(4) Then the S.M.E will demonstrate to the audience by using her right index finger how to form randomly chosen letters from groups of letters in the air. She will instruct right handers to use their right index fingers and left handers to use their left index fingers to copy her model to form the chosen letters in the air. The S.M.E will provide continuous guidance for the learners. The learners will imitate her actions correctly.

(5) After this exercise is completed, the S.M.E will progress to the next level by requesting them to pay attention to her demonstration of the proper way to hold a pencil before beginning to write.

(6) The S.M.E will remind audience of the struggles of the girl in the show and follow her demonstration of how to trace the letters in a penmanship book supplied in the V and V package. The assistants will then supply copies of the same to each teacher, along with pencils and invite them to follow her actions. The teachers will cooperate by tracing the letters in their book.

(7) The S.M.E takes the lesson another step further by demonstrating on the white board with a white board marker, the correct way to form the letters of the alphabet without tracing. Once again she invites her audience to follow her pattern. The teachers will cooperate by writing the letters of the alphabet without tracing them in their books. She will walk around the room to check for accuracy.

(8) The lesson progresses further, by the S.M.E without providing guidance, instructs the teacher to write five words to describe their feelings about this lesson. The teachers will respond in writing on sheets of paper supplied to them.

(9) The S.M.E now challenges the teachers to create and write three short silly sentences in their penmanship copybooks provided.

Closing Activity :

- The teachers will be instructed to write five words in their penmanship copybooks to describe the little girl in the video. Paying close attention to the correct formation of letters.

Summary :

- In order to show the progression of the lesson, the S.M.E. will draw their attention to the procedural steps involved in properly forming letters, then the sequential steps of moving from letters to words to sentences. Noting that these are essential skills that will transcend to all subject areas.

Evaluation:

- Once again in their penmanship books, the S.M.E. will instruct the audience to create and write a short story of five sentences about the little girl in the video and share their story with the person sitting next to them.

Lesson Plan # 3

Sequencing of lesson: From unknown to the known.

Instructor: SME

Subject : Phonics

Date: Tuesday 23rd November, 2010

Total Number of Teachers: 30

Total Number of Males: 4

Females : 26

Age Range : 20 – 45 years

Duration of lesson: 2 hours 45 minutes

Topic / Concept: Blending in reading.

Objectives:

The teacher will be able to:

Terminal Objective: Understand the term “blending” and apply it when spelling words simple and difficult words. (Cognitive)

Enabling Objectives:

- (1) To recognise the different sounds with each letter and blend them successfully to form whole words. (Cognitive)
- (2) To imitate the action associated with each sound. (Psychomotor / Affective)

Previous Knowledge:

- Teachers already know the letters of the alphabet.
- Teachers can identify initial sounds and the letters that represent those sounds.
- Teachers can recognize the sounds digraphs produce.

Learning Environment:

The session will be held in the schools' computer lab room. It is air conditioned and has adequate seating arrangements and lighting. Each teacher will be provided with a computer so that they may take part in the activities for the session.

Equipment and Resources:

- Multimedia projector
- PowerPoint presentation
- Pencils and paper
- Flash cards
- Markers and white board

Transfer Context:

After teachers have successfully completed this part of the course, they will be able to apply the procedures learnt to help their students better develop not only the ability to read, but to have better fluency and accuracy when reading.

Set Induction:

A PowerPoint presentation and video designed by the SME will be played using the multimedia projector. Teachers will be invited to listen attentively and take notes.

Delivery Steps / Strategies:

- The SME begins by asking teachers for a definition of the term blending in their own words and why it is important in reading. (Integration)
- The SME then demonstrates the procedure verbally by applying it to a word on a flashcard. The word is “dog”.
- The SME repeats the word slowly then speeds up the pace and says the word fully.
- The SME verifies that teachers have understood the procedure by choosing another flashcard and asking all teachers to repeat after him. The word is *mop*. (Rehearsal)
- The SME allow the teachers to repeat the word 2 times and then pauses for questions. If there are no questions, he chooses another flash card and asks for a single volunteer to apply the procedure. (Rehearsal)
- After this is completed, the SME shares out several flash cards and allows the teachers to work in groups of two. Each teacher must blend the word and produce the appropriate action to accompany the sound, and then have his/her partner attempt it as well. The SME monitors groups by walking around and listening. (Co-operative learning)
- After this activity, the SME questions the groups to see if there were any problems encountered while performing the procedure. If there are no problems, the lesson proceeds to the next activity.
- Next, the SME carefully reviews the term “digraphs” and asks teachers to select from the tutorial how many digraphs were listed.
- Then the SME asks the teachers to differentiate between digraphs and blends, for example, *st* and *sh*. The SME then asks for other examples of blends and digraphs which are written on the whiteboard. Teachers are then asked how they will get students to differentiate between words like *midship* and *mishap*. (Elaboration and Problem-solving). SME may also ask teachers to offer solution to problems such as, “If a student says he cannot pronounce a difficult word, how would you get him to understand the procedure

and apply it.?” Or “How would you get a child to understand the difference in sounding out a word like *mop* and *one*?”

- Views are entertained and discussions are held.
- After this activity, the SME asks the teachers to practice blending using a mixture of simple and difficult words. Words are chosen from the Phonics Word Blending Cards.

Assessment Activities:

Formative assessment will be carried out throughout the lesson in the form of questioning and problem-solving activities.

Closing Activity:

Teacher will be divided into groups 15. Each group will be responsible for choosing a word for the other team to blend. The chosen teacher must blend the word as well as perform the action associated with each letter or diagraph. Points will be scored on the whiteboard. (Co-operative learning)

Evaluation:

In groups of 5, teachers must design a short reading lesson with a combination of simple and difficult words to blend and explain how they would teach this lesson to the class.

Continuation: Letter sounds in words

Lesson Plan #4

Sequencing of lesson: From Known to unknown

Instructor: SME

Date: Tuesday 23rd November, 2010

Group: Teachers

No. of participants: 30

Age Range: 20-45

Ability level: Mixed

Approximate time: 1 hour 50 minutes

Subject: Reading

Topic: Letter sounds in words

Previous Knowledge: Teachers are able to-

1. Identify letter sounds.
2. Reproduce letter formation
3. To identify blends in words.

Learning Environment:

1. Access to the exit is clearly observed there is no hinder.
2. Proper lighting and ventilation is clearly seen.
3. Individual Computer for teacher
4. Instructor can be seen by each participant.

Objectives

Terminal objective: Recognize the letter sounds in words.

Enabling objective: (1) To distinguish the individual letter sound in words.

(2) To combine the individual letter sounds fluently to produce words.

Resources:

- Computers
- Phonics sing along,
- Headsets

Introduction:

Concept/skill/value	Instructors strategies	Methodology
Identifying first sound in words	Use of phonics sing along video	Teacher enunciates first letter sound.
Identifying last sound in words	Use of phonics sing along video	Teacher enunciates last letter sounds and diagraphs.
Identifying middle sound in words.	Use of phonics sing along video	Teachers enunciate middle letter sounds.
Combing letter sound to form words.	Use of phonics sing along video	Teachers enunciate all sounds continuously: 1 st sound, 2 nd sound, and 3 rd sound until the word is recognized.

Closure: Reading words through letter sounds using video highlighting letter one at a time then combining letter sounds to form words.

Evaluation: Peer teaching-Participants teach peer how to recognize letter sounds in words pretending peer is a second year student. The participants are asked to make a short presentation teaching peer.

Continuation: Spelling tricky words

Rubric for evaluation

	0	1	2	3	4
Organization	Poor organization	Adequate structure	N/A	N/A	N/A
Introduction	They is no introduction	Introduction present but not clear	Introduction present but no motivation present or link to next segment	Introduction present some motivation present or link to next segment	Introduction present evident motivation present or link to next segment
Content	No content included	Some inaccuracies in content	Content is accurate but not much detail or sequencing	Content is accurate some detail or sequencing is present	Content is accurate detail or sequencing well done
Teaching or Learning strategies	No teaching or learning present	Teaching and learning are inappropriate for most parts	Teaching and learning strategies are identifiable but not always appropriate. Strategies are not varied.	Teaching and learning strategies are identifiable some are appropriate. Strategies are varied.	Teaching and learning strategies are identifiable and very appropriate. Strategies are varied.

Lesson Plan #5

Sequencing of lesson: From part –to-whole

Instructor: SME

Date: Wednesday 24th November, 2010

Age range of participants: 20-45

Subject: Phonics

No. of participants: 30

Topic: Spelling of *tricky words*

Duration of lesson: 2 hours 45 minutes

Previous Knowledge:

- The participants are elementary school teachers and therefore would have received some exposure to phonology whether through teacher training or basic entry requirement for the teaching profession.
- Participants would have proficiency in reading and spelling of customary sight words used in elementary schools.

Goal of lesson:

- **Terminal Objective:** The participants shall be able to spell tricky words (Cognitive Domain/ Knowledge)

The strategies employed are aligned to elaboration, recall and integration.

Enabling Objective:

Cognitive objectives: At the end of the lesson participants will be able to:

1. Recall the definition of tricky words according to the visualising and verbalising programme (*Knowledge*)
2. Discriminate between tricky and regularly spelt words (*Analysis*)
3. Give examples of tricky words and regularly spelt words. (*Comprehension*)

Affective objectives: At the end of the lesson participants will be able to:

1. Share the outcomes of their discoveries through the identification of tricky spelt words as opposed to regularly spelt words. (*Valuing*)

Behavioral objectives: At the end of the lesson participants will be able to:

1. Isolate tricky words in given sentences. (*Perception*)
2. Relate orally the spelling of tricky words as it pertains to saying the letter sounds in the words. (*Perception*)
 - a. Integrate phonetic skills when spelling tricky words. (*Perception*)
3. Select tricky words from regularly spelt words using mnemonics. (*Perception*)

Learning Environment:

- Training room is air-conditioned and well equipped with multi-media.
- There is free movement for participants and instructor
- Sufficient lighting and adequate training room furniture for each participant.
- Personal computer supplied to each participant enrolled in the programme.
- Multi-media screen and instructor can be visibly seen by each participant.
- All stationary and electronic material is provided by the course co-ordinator.

Resources:

- White board, white board makers, white board erasers, personal computers, note pad & pencil.
- Word chat depicting three letter words and four letter words, flash cards and CD player,
- Phonics CDs and flip chart.

Set induction:

A short story will be read to the participants. The participants must attend throughout the entire story to the best of their ability. The story will then be read a second time, for the participants. Thereafter the instructor will finger sign a word in mid air without naming the word, the words signed will be two, three or four letter words. The participants on their note pad must write the words they view being signed.

Content Development	Teacher's strategy	Participants activity
<u>Knowledge</u> Gain attention of learner	<ul style="list-style-type: none">• A short story on the daily activities of a young child will be read to the participants. The story is read twice at intervals to the participants.• The instructor signs in mid air words contained in the story. These words are two letter, three letter or four letter words.	<ul style="list-style-type: none">• The participants must attend throughout the entire story to the best of their ability. The participants are instructed to list on note pads provided the words they have observed being signed.
<u>Knowledge</u> Inform learner of objectives	<ul style="list-style-type: none">• The corrected words will thereafter be given after the exercise is completed on the white board and the story will be mounted on the white board also.• The participants are then presented	<ul style="list-style-type: none">• The participant will be able to self correct themselves using the information given on the whiteboard.• These words given have to be

	<p>with two letter words, three letter words, and four letter words that are familiar to them. From this point the participants will be informed that they will be learning how to distinguish tricky spelt words and regularly spelt words.</p> <ul style="list-style-type: none"> • Participants will be given via the white board the definition of tricky words according to the visualising and verbalizing programme, it states 'tricky words have irregular spelling from words that can be separated according to letter sounds (regular spelt words)'. Participants are also informed that children must learn these words separately from regularly spelt words. 	<p>documented e.g. go, no, so, some, come, her, one etc.</p> <ul style="list-style-type: none"> • Participants are to document the information given.
<p><u>Knowledge & Comprehension</u></p> <p>Stimulate recall of prerequisites</p>	<ul style="list-style-type: none"> • Using a CD player with a disc that is used in the verbalizing and visualising training CD, three and four letter words will be called in succession. A total of 24 words would have been listed. Participants are asked to rewrite the words in groups that can be classified under 'tricky spelt words' and 'regular spelt words'. • Correction of the exercise will be put on the white board at the end of the exercise. 	<ul style="list-style-type: none"> • The participants will be instructed to listen for three letter words and four letter words and to document them in succession. • They would have documented them on their note pads under the heading of 'tricky spelt words' and 'regular spelt words'. Participants are to list the 24 words and self-correct themselves at the end of the exercise.

<p><u>Knowledge & application</u></p> <p>Present stimulus material</p>	<ul style="list-style-type: none"> • With the use of the verbalizing and visualizing word flip chart and individual mini word charts, participants are asked to dissect words according to the letter sounds, meaning the word must be separated into the amount of letter sounds hear. This can be done by saying and clapping the word so each sound is heard. For example, the word 'was' is said as 'wass', to rhyme with <i>mass</i>, the word <i>Monday</i> is said as 'M-on-day'. 	<ul style="list-style-type: none"> • Participants are placed in pairs and given their own word chart. Words are to be used from the verbalizing and visualizing word chart. Participants will dissect words according to the letter sounds; saying and clapping the letter sounds. Clapping once to represent each sound e.g. M-on-day.
<p>Provide learning guidance</p>	<ul style="list-style-type: none"> • The instructor goes to each pair to listen to their clapped version of the tricky word. And also assist any pair who is performing incorrectly. 	<ul style="list-style-type: none"> • The participants model the instructor's demonstration and continue with their own words, whilst the instructor monitors performance.
<p><u>Perception & valuing</u></p> <p>Eliciting performance</p>	<ul style="list-style-type: none"> • Using the CD player and verbalizing and visualising CD a series of sentences will be played. The instruction is to isolate the tricky spelt words in the sentences. Pictures depicting the sentences will be given to each participant to assist in the exercise. • This exercise will be of a greater difficulty than previous exercise utilising words e.g. because, shampoo, bottle etc. • 	<ul style="list-style-type: none"> • A series of sentences are played for the participants to hear. These sentences contain tricky spelt words. • The participant must, attend, listen and dictate the sentences given. The instruction will be to isolate the tricky words by circling the words in the given sentences.

<u>Responding</u> Providing feedback	<ul style="list-style-type: none"> Formative feedback will be conducted at the end of the exercise 	<ul style="list-style-type: none"> At the end of the exercise each participant must read out his/ her own dictated sentences with the tricky words that were identified. Upon correction of this exercise participants can give further examples of tricky spelt words.
<u>Synthesis</u> Assessing performance	<ul style="list-style-type: none"> Using the verbalizing and visualizing chart and personal computer. Participants are instructed to use <i>mnemonics</i> which are devices to help us remember (aide memory or memory aide). They come in many forms such as rhymes, lyrics, sayings etc and can aid memorization of many types of information. http://www.fun-with-words.com/mnemonics.html 	<ul style="list-style-type: none"> Participants are instructed to use Microsoft words to complete the next exercise. Participants are to show the relationship in the spelling of tricky words to <i>mnemonics</i> e.g. I <i>spy</i> with my <i>little eye</i> or <i>one</i> a penny, <i>two</i> a penny. The italicized words are tricky spelt words. Participants are to create their own <i>mnemonics</i> using tricky spelt words. (http://www.jollylearning.co.uk/)

Closure

The Instructor creates a group blog for the participants using <http://edublogs.org>. In this blog the terminal and enabling objectives are stated and each participant must comment on the blog what they have understood from the exercises, plus their individual, originally created *mnemonics* must be included in their comments. This exercise utilised in the closure will be viewed by all participants who are connected to the blog.

Evaluation:

The computer must be utilised for this evaluation lesson.

The instructor issues a contest for the evaluation of this lesson.

The instructor will instruct the participants on the purpose and steps required in using the online productivity tool for making online posters <http://edu.glogster.com/>. The instructor guides the participants in setting up their own poster and demonstrates the manipulative and functions.

Thereafter the instructor gives the rubric for the contest. Each participant is required to create a *blogster* (online poster) to explain what they have understood in the lesson pertaining to spelling, identification and learning of tricky words. The participants must use their creativity utilising graphics, sounds, texts and animation to illustrate their points and/or explanations.

The most creative and informative posters will be showcased in the blog page. The instructor will evaluate all posters and give summative feedback at the end of the workshop.

Continuation

New tricky words will be introduced, as well as spelling patterns plus short and long patterns.

Items needed: Verbalising and visualizing grammar activity books.

Implementation

For this course to unfold smoothly, several key areas must be monitored. This is so done to ensure that there are no impediments to the set date and time.

The SME must ensure that:

- ❖ Letters are sent out to schools advising principals at least 1 month in advance so that arrangements can be made for substitute teachers
- ❖ Teachers participating in the course are informed of the dress code. Since it is a professional development workshop, teachers must dress professionally.
- ❖ That all teacher assigned to attend the course confirm their seating 2 days prior to the course.
- ❖ All lesson plans for each day's activities and certificates are printed 2 days in advance.
- ❖ Transport is provided for teachers who live outside of the district.
- ❖ There are no clashes in schools timetable for use of labs for the 3 days that the course would be in session.
- ❖ Technician is present on all 3 days to aid with any technical difficulty, should they arise.
- ❖ The computer lab is well ventilated, has a working air-condition unit, proper lighting and enough seating and also that all computers running perfectly.
- ❖ The Internet and other ICTs are functioning properly.
- ❖ All other resources needed on that day available and working (whiteboard, markers, CD player, DVDs, multimedia projector, etc).
- ❖ The PowerPoint's pictures and inserts (video) are clear.
- ❖ Signs are put up to divert student traffic away from meeting area.
- ❖ Lunch and refreshments are provided for guests.

- ❖ Break times are adhered to and each session starts at the allotted time.
- ❖ The SME for the 3 days' proceedings is properly introduced.

Resource Checklist

Lesson 1

- ❖ CDs
- ❖ Flash cards.
- ❖ Mini/picture Charts
- ❖ Whiteboard and markers
- ❖ Video

Lesson 2

- ❖ C.D with C.D player,
- ❖ Television set
- ❖ Pencils, paper, markers
- ❖ Flash cards
- ❖ Penmanship books from V and V package

Lesson 5

- ❖ White board, white board makers, white board erasers
- ❖ Personal computers
- ❖ Note pad and pencils.
- ❖ Word chart depicting three letter words and four letter words
- ❖ Flash cards
- ❖ CD player,
- ❖ Phonics CDs and flip chart.

Lesson 3

- ❖ Multimedia projector
- ❖ PowerPoint presentation
- ❖ Pencils and paper
- ❖ Flash cards
- ❖ Markers and white board

Lesson 4

- ❖ Computers
- ❖ White board and white board markers
- ❖ Penmanship copybooks.
- ❖ Phonics sing along
- ❖ Headset

Budget for the 3 day workshop for the Visualizing & Verbalizing Programme

Category	Unit Cost	Quantity	Total Cost
Training:			
• Professional SME fees for 3 instructors	\$550/ day	3 days x 3 instructors	\$4950
• Staff (Lab Technician)	\$420/ day	1	\$420
• Visualising and verbalising training equipment	\$80 per package	30 persons	\$2400
Refreshments:			
• Coffee	\$100/ day	3 days	\$300
• Juice	\$100/ day	3 days	\$300
• Sandwiches (Chicken, Cheese, Tuna)	\$220/ day	3 days	\$660
• Paperware	\$50/ day	3 days	\$150
• Napkins	\$45.80/ day	3 days	\$137.40
• Water	\$200/ day	3 days	\$600
Technology			
• Personal Computer	\$50/ station	35	\$1750
• Slide Screen	\$199/ day	1	\$199
• Multimedia projector	\$625/ day	1	\$625
• DVD player	\$299	1	\$299
• CD Player	\$400	2	\$400
• Headsets	\$50	32	\$1750
• Photocopier	\$100/ day	1	\$300

• USB sticks	\$75	32	\$2400
Miscellaneous:			
• White Board	\$223	1	\$223
• White board makers,	\$45	4 doz	\$405
• White board erasers	\$99	2	\$198
• Note pads	\$52.32	50	\$2616
• Pencils	\$236	30 packs	\$236
• Verbalising & Visualising charts & word cards	\$950/ day	3 days	\$2850
• Photocopying paper	\$900	3 days	\$2700
Facilities Training Centre	\$500	3 days	\$1500
Transportation			
• North District	\$12	7 persons	\$84
• Central District	\$15	8 persons	\$120
• South District	\$20	2 persons	\$40
• East-West District	\$10	13 persons	\$130
Total Expenditure			\$28742.40

Itinerary for Workshop

Workshop will be conducted for three days from 8:30-2:30 daily. Each session will be started promptly on allocated time.

Date	Morning session	Lunch	Evening Session
<i>Monday 22nd November</i>	<p>Opening of workshop SME is introduced to the teachers and addresses them.</p> <p><u>8-30 am-9:00am</u></p> <p>First lesson begins at <u>9:00am</u></p> <p>Break at <u>10:30am</u></p> <p>Restarts at <u>10:45am</u></p> <p>End at <u>11:30am</u></p>	<p>Lunch will be served at <u>11:30am</u></p>	<p>Second lesson begins at <u>12:30-1:30pm</u></p> <p>Break at <u>1:30-1:40pm</u></p> <p>Restart at <u>1:40pm</u></p> <p>End at <u>2:30pm</u></p>
<i>Tuesday 23rd November</i>	<p>Third lesson begins at <u>8:30am</u></p> <p>Break at <u>10:30am</u></p> <p>Restarts at <u>10:45am</u></p>	<p>Lunch will be served at <u>11:30am</u></p>	<p>Fourth lesson begins at <u>12:30-1:30pm</u></p> <p>Break at <u>1:30-1:40pm</u></p> <p>Restart at <u>1:40pm</u></p>

	End at <u>11:30am</u>		End at 2:30pm
<i>Wednesday 24th November</i>	Fifth lesson begins at <u>8:30am</u> Break at <u>10:30am</u> Restarts at <u>10:45am</u> End at <u>11:30am</u>	Lunch will be served at <u>11:30am</u>	Evaluation of course at <u>12:30pm</u> <u>-1:00pm</u> Break at <u>1:00-1:30pm</u> Certificate distribution <u>1:30 -2:30 pm</u>

Letter of Invitation

Ministry Of Education
14 Alexandra Street,
St Clair

From: Permanent Secretary

To Teachers of : St Gabriel's Primary School
St Helena's Primary School
St George East Primary School

Re: Visualizing and Verbalizing Programme

September 03rd 2010

Dear Teachers,

The Ministry of Education is pleased to invite you to The Visualizing and Verbalizing Programme Workshop. This session is organized by the Ministry of Education in partnership with local SMEs (Subject Matter Experts), to ensure that teachers from the St. George East District are properly trained in the implementation of the Programme and ultimately improve the literacy levels of students within the district. This session will be open to teachers of the following levels: Infants (Levels I and II), Standard 1 and 2 only.

During the workshop the Subject Matter Experts will focus on the issues of planning, development and implementation of the programme within the classroom. You will find new ways of increasing student participation in the lesson and incorporate the use of ICTs (information and communication technology) in student activities. So prepare for 3 days of fun while learning the signs and symbols of literacy. Also remember that your input is critical to the success of the workshop.

The workshop will commence on **Monday 22nd November, 2010 at 8:30 am and end on Wednesday 24th November, 2010 at 2:30 pm** at St Gabriel's Primary School (Computer Laboratory).

Please RSVP by Friday 18th September, 2010 via the Workshop link on the Ministry of Education Website or call the Primary Division of the Ministry of Education at 555-4325 Ext. 232

Sincerely,

Merna Hopkins

PERMANENT SECRETARY

Letter of Release

Ministry Of Education
14 Alexandra Street,
St Clair

The School Supervisor III
St George East District

To the Principals of : St Gabriel's Primary School
St Helena's Primary School
St George East Primary School

Re: Visualizing and Verbalizing Programme

September 03rd 2010

Dear Principals,

The Ministry of Education is pleased to invite teachers in your schools to The Visualizing and Verbalizing Programme Workshop which takes place from **Monday 22nd November, 2010 at 8:30am and ends on Wednesday 24th November, 2010 at 2:30 pm at the St Gabriel Primary School's computer laboratory.**

This session is organized by the Ministry of Education in partnership with local SMEs (Subject Matter Experts), to ensure that teachers from the St. George East District are properly trained in the implementation of the Programme and ultimately improve the literacy levels of students within the district. This session will be open to teachers of the following levels: Infants (Levels I and II), Standard 1 and 2 only.

It is my duty, therefore, to inform you that the Ministry has granted a 3 day leave with full pay in order that teachers attend this workshop. All teachers in the prospective levels are required to attend.

As Manager of your school, it is incumbent upon you to implement whatever plans are needed to cater for their absence in order to ensure the uninterrupted running of your school. Please submit in full the names of the teachers who will be attending and a detailed description of your 3-day plan to the Supervisor's office no later than Friday 18th September, 2010.

It has always been the focus of this Ministry to promote excellence in education, an excellence which can only be achieved with the partnership of all stakeholders involved.

We are therefore assured that this venture will of utmost benefit to all teachers and by extension, the children of our nation.

Yours sincerely,

Martha Graham

SCHOOL SUPERVISOR III

Evaluation

The Ministry of Education will use this instrument to:

- *Ensure participants have an optional learning experience*
- *Advise SME about the effectiveness of their teaching and suggest ways to improve*
- *Inform administrators and other stakeholders about the overall quality of workshop and SME performance*

Tick the appropriate x

1. The SME was well prepared for class
 - x Strongly Agree
 - x Agree
 - x Neutral
 - x Disagree
2. The SME presented content clearly and effectively
 - x Strongly Agree
 - x Agree
 - x Neutral
 - x Disagree
3. The SME treated me with respect ,and was pleasant and approachable
 - x Strongly Agree
 - x Agree
 - x Neutral
 - x Disagree
4. The learning objectives of this workshop were made clear at the beginning of the workshop
 - x Strongly Agree
 - x Agree
 - x Neutral
 - x Disagree

5. The learning objectives of this course was largely achieved

- x Strongly Agree
- x Agree
- x Neutral
- x Disagree

6. I have a deeper understanding of the subject matter as a result of this workshop

- x Strongly Agree
- x Agree
- x Neutral
- x Disagree

7. This workshop was well organized

- x Strongly Agree
- x Agree
- x Neutral
- x Disagree

8. A variety of instructional aides were used to help internalize the workshop content.

- x Strongly Agree
- x Agree
- x Neutral
- x Disagree

9. A variety of teaching techniques were used to appeal to different learning styles

- x Strongly Agree
- x Agree
- x Neutral
- x Disagree

10. The workshop was paced in a reasonable manner to facilitate the learning process

- x Strongly Agree
- x Agree
- x Neutral
- x Disagree

11. I would recommend this workshop to other teachers

x Strongly Agree

x Agree

x Neutral

x Disagree

Open- ended Questions

12. What did you like best about this course?

.....

.....

.....

13. What did you like least about this course?

.....

.....

.....

14. What are your recommendation for improvement and any additional comments about this course?

.....

.....

.....

.....

15. What are the SME's strengths?

.....

.....

.....

16. What are the areas you think the SME can improve in?

.....

.....

.....

17. If any other comments about the instructor please state.....

.....

.....

.....

APPENDIX

Lesson 3

FLASH CARDS

D-O-G	M-O-P	B-U-S
C-A-T	H-E-N	P-A-N
SH-I-P	SH-O-P	SH-U-T
FL-A-G	PL-U-M	F-EE-T
R-AI-N	P-AI-N	L-I-CK

Lesson 3

PowerPoint presentation



A Teacher's Guide to

THE VISUALIZING & VERBALIZING PROGRAMME

THE FIVE BASIC SKILLS FOR READING AND WRITING

- ✗ 1. Learning the letter sounds
- ✗ 2. Learning letter formation
- ✗ 3. Blending
- ✗ 4. Identifying sounds in words
- ✗ 5. Spelling the tricky words

PART 3

BLENDING

WHAT IS BLENDING?

Blending is the process of saying the individual sounds in a word and then running them together to make the word.

HOW IS BLENDING ACHIEVED?

Step 1:

Sound out a word and see if you can identify its letter sounds.

Try blending simple words like:

- ✗ B-u-s
- ✗ H-a-t
- ✗ C-a-t

(There are lists of suitable words in *The Phonics Handbook* and the *Verbalizing and Visualizing Programme Word Book*.)

b

u

s

bus



h

a

t

hat



HOW IS BLENDING ACHIEVED?

Step 2:

Represent **digraphs** as one sound in a word,
not two individual sounds

Only one sound is heard in a digraph

(The Verbalizing and Visualizing Programme *Regular Word Blending Cards* can be used in class to improve this skill.)

sh

i

p

ship

fl

a

g

REMEMBER !

- ✗ Blending is a technique that everyone needs to learn.
- ✗ Some people take longer than others to master blending
- ✗ Finally, blending improves with practice.

Lesson V
Evaluation

Making A Poster : Tricky spelt words

Teacher Name: **SME Instructor**

Student Name: _____

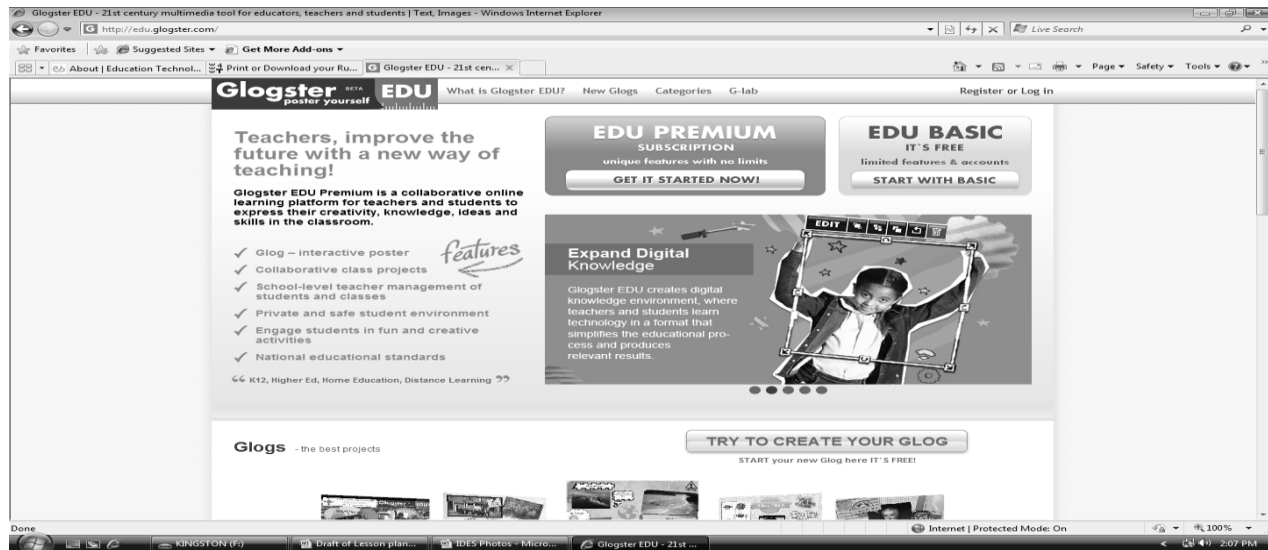
CATEGORY	3	2	1	Total marks
Graphics -Clarity	Graphics are all in focus and the content easily viewed and identified on the multimedia screen.	Most graphics are in focus and the content easily viewed and identified multimedia screen.	Many graphics are not clear or are too small.	
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	No graphics made by the student are included.	
Content - Accuracy	At least 3 accurate facts are displayed on the poster and sufficient examples are used to demonstrate knowledge.	1-2 accurate facts are displayed on the poster and some examples are used to demonstrate knowledge.	0 accurate facts are displayed on the poster and insufficient number of examples is used.	
Required Elements	Capitalization and punctuation are correct throughout the poster.	All required elements are included on the poster.	Several required elements were missing.	

Mechanics		There are 1-2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.	
-----------	--	--	--	--

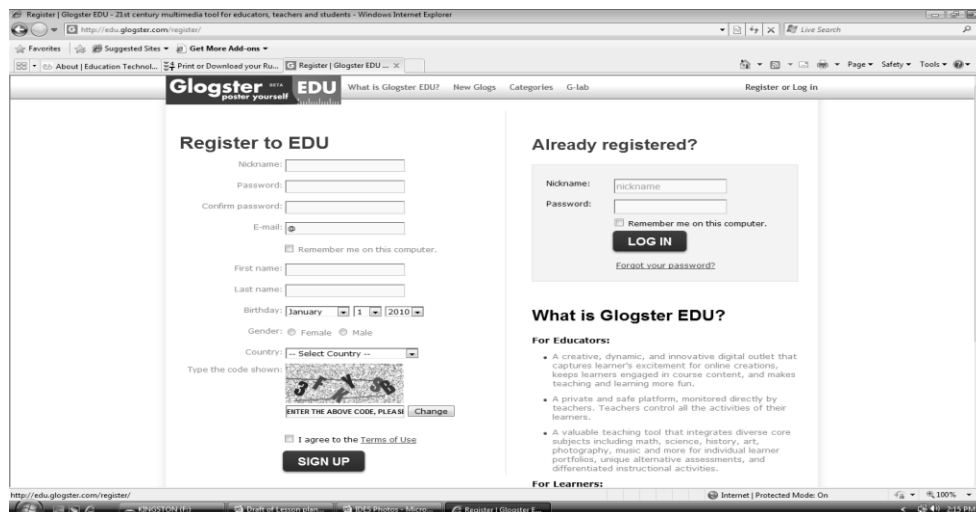
Evaluation total: ____/15

Evaluation for Lesson V

Participants are instructed to log onto <http://edu.glogster.com/>



Participants firstly have to register. Inputting their name, password, email etc.



The participants, after registration can now commence to design their online poster.

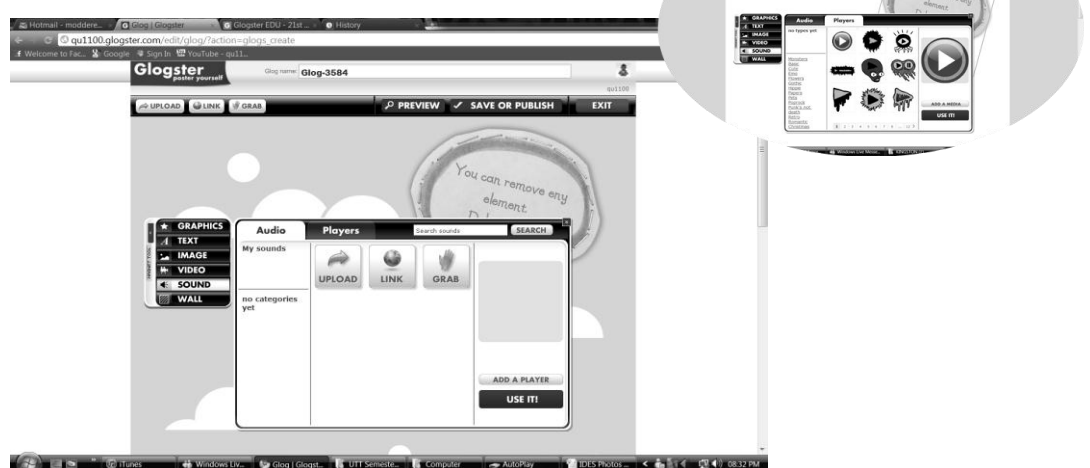
1. Select create new glog
2. On the new glog, one has the selection of graphics to use, text, image, video etc.
3. The glog has to be given a name e.g. Tricky Spelt words



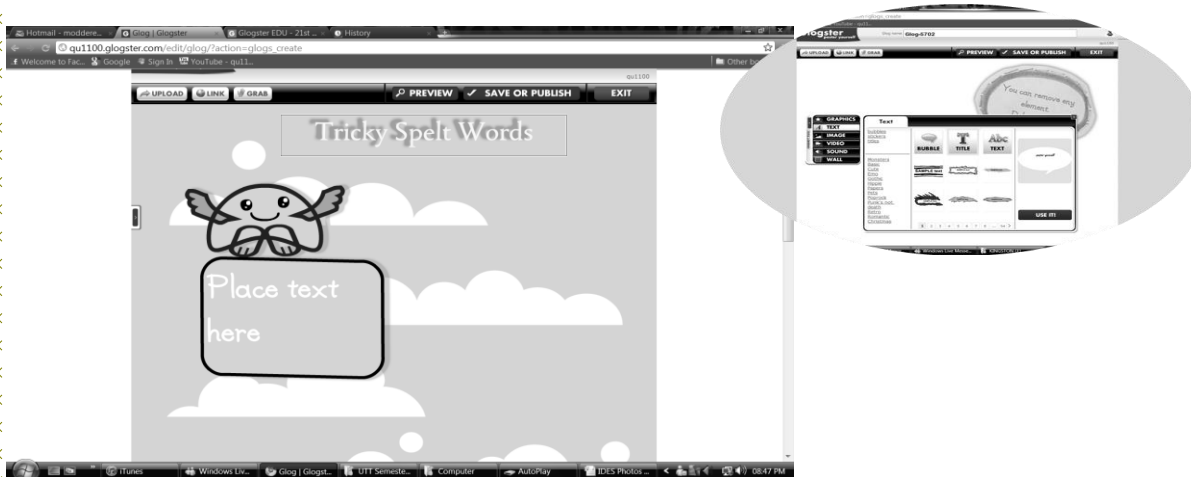
4. From the sidebar select a glog wall & page wall



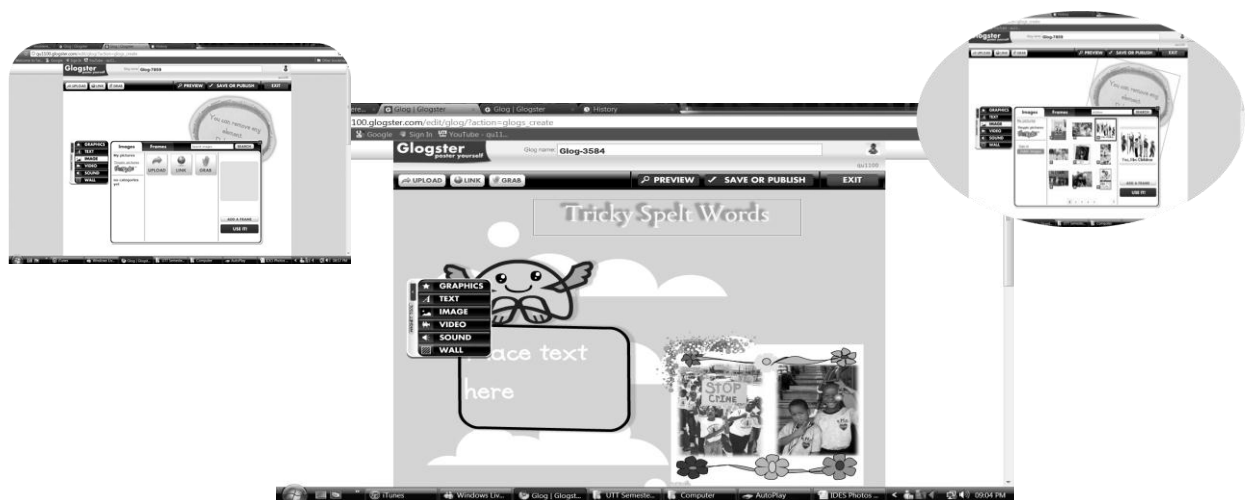
5. From the sidebar select an audio & audio player



6. From the sidebar select text, this includes the selection of formatting



7. From the sidebar select image, this includes the selection of frames and formatting



8. From the sidebar select graphics, this includes the selection of decorations and formatting



Certificate Of Participation

The Ministry of Education would like to thank

TEACHERS

For participating in

The Visualizing and Verbalizing Programme Workshop

at

St Gabriel's Primary School

From the period: 22nd November 2010 to 24th November 2010

We wish you good luck in your future endeavors.

Authorized Signature

Authorized Signature
